

Enhancing Education Through Technology EETT) Competitive Sub-grant Application Assurance Sheet

Project Title: Creating Rich Learning Environments Amount of Request: \$ 74,958
 District Name (Fiscal Agent for Consortiums): Glenns Ferry School District Number: 192
 Please list the school name, and indicate whether it is a targeted school or a partner school and
 certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
192	Glenns Ferry Elementary School	T	YES
192	Glenns Ferry Middle School	T	YES
192	Glenns Ferry High School	T	YES
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent Name (print) Wayne Rush	E-mail wrush@gfpilots.org	Telephone 208-366-7436
Signature		
District Technology Coordinator Name(print) Ken Loftus	E-mail kloftus@gfpilots.org	Telephone 208-366-7435
Signature		
Project Director Name - if different than District Technology Coordinator (print) Donna Schwarting	E-mail dshwaring@gfpilots.org	Telephone 208-366-7435
Signature		

Abstract

The Creating Rich Learning Environments grant is designed to provide the Glenns Ferry School District with the fertile learning environments that are necessary to achieve its goal of having over 90% of all students at each grade level reaching proficient on statewide assessments. The grant builds on the continuous improvement process that the district has been working on for the past few years which includes the adoption of focused reforms, development of a cohesive professional development model, and the creation of a significant technological infrastructure. The project described in this Enhancing Education Through Technology (EETT) grant proposal will build upon those efforts while enhancing the effectiveness of the current resources. The project will encompass three separate areas which are designed to improve student academic achievement, to increase the number of teachers integrating technology within their classrooms, and to utilize the current professional development model to provide responsive, targeted, peer-supported, ongoing training to teachers.

First, the district will expand software applications and create uniformity in the software being used in all three schools. This will include the purchase of 140 licenses of Microsoft Office Suite which integrates Microsoft Word, PowerPoint, Excel, and Access. Students will also be provided with high quality graphic organizer software. A total of 140 combined licenses will be purchased for Inspiration (grades 4-12) and Kidspiration (grades K-3) software. With this basic production software, students will be able to integrate technology into all of their subject areas. This foundational software builds on the investment the district has already made in providing 320 computers district-wide with more than half of them already equipped with the software described above.

High school and middle school students will also be provided with greater access to distance learning options to give them the ability to take wider variety and more advanced courses. All students will be encouraged to take at least one online course before leaving high school. In addition to making available a wide range of courses, it will also increase students' technology literacy and prepare them to continue to engage in distance learning which is becoming ever more common in today's world.

The EETT grant will also be used to bring advanced technology into as many classrooms as possible. The district invested in six high-tech demonstration classrooms for the 2008-09 school year. Through that process, the schools were able to learn what are the most effective and efficient technologies to integrate for improving teaching and learning in their classrooms. With the grant, five more classrooms will be equipped with SMART boards with ceiling mounted projectors, a laptop, document camera, VCR/DVD, and a sound system that includes a microphone for voice amplification.

Finally, all of the enhancements will be supported with professional development that attaches the integration of technology to the reform initiatives adopted within the district. The district's professional development model currently utilizes fulltime Instructional Coaches and Teacher Leaders (peer assistants) to insure deep and sustainable implementation of reforms. A Technology Teacher Leader will be trained to work within that model to support classroom teachers in the integration of technology. This Technology Teacher Leader will receive a two-year stipend to provide training and support and arrange for opportunities for teachers to participate in nationally recognized professional development on the integration of technology to improve teaching and learning.

Educational Needs

The Glenns Ferry School District is an isolated, rural school district in south-central Idaho approximately 65 miles east of Boise. The district is comprised of three schools (elementary, middle, high school) housed in a single shared facility and serving approximately 450 students in grades Pre-K through 12. The district faces several unique challenges including one of the highest youth poverty rates in Idaho (only 4 other districts exceed its poverty rate); a minority population that averages 50% of the general population overall, but is as high as 66% for certain grade levels; Limited English Proficiency in 38% of its students; district boundaries that span a large geographic area of 500 square miles; and two decades of declining enrollment which have limited the number of course offerings and special programs the district is able to provide. The district operates on one local area network, and student exposure to any significant technological resources within the community is limited to those resources provided through the school district.

The district has seen significant enrollment declines over the past two decades. Several teaching positions have been eliminated or combined over the past five years in response to student enrollment which has dropped 30% since 2001. These include elementary music teacher, middle school principal, Family and Consumer Sciences, high school librarian, girls' PE teacher, middle school PE, and Spanish teacher. As enrollment continues to decline, additional cuts will need to be made.

Several factors, including the high poverty rate and the isolated location, make it imperative that the district be able to utilize technology effectively to meet the academic needs of its students. First, EETT funds will be used to connect students more completely with the outside world through comprehensive classroom instruction linked to educational resources beyond this isolated community. Secondly, EETT grant funds will be used to expand and extend the use of the Idaho Digital Learning Academy as a means of creating a richer learning environment for students that includes diverse and challenging college-preparatory courses. The district does not offer any AP or advanced courses, and the 2007-08 School Report Card showed Glenns Ferry students scoring an average of 3-5 points below other students in the state on the ACT college preparatory exam. Allowing a greater number of students to participate in online courses also increases their technology literacy and teaches them the strategies they will need to successfully take online courses so prevalent at today's colleges and universities.

A second area of focus for the EETT grant funds will be in improving the quality of classroom instruction delivered district-wide. Standardized test scores in the district have historically been low. All three schools have struggled to meet AYP goals, especially in their Hispanic and LEP populations. As of 2008, Glenns Ferry Elementary School failed to meet AYP and is designated Needs Improvement Year 3. The high school failed to meet its AYP goals in math, and although it did make AYP with 79% of its students proficient in Reading, only 29% of LEP students in Grade 10 passed the Reading ISAT. The District did not meet AYP goals either; Hispanic and LEP student scores district-wide remain consistently an area of low performance.

Despite what may appear to be insurmountable challenges, the Glenns Ferry School District has aggressively embraced reform, set high expectations for students and staff, and made a significant investment in improving the teaching and learning taking place in the district. The past four years have been a period of tremendous change and growth. Professional development, staff recruitment, and dedication of resources (including the building of a solid technological

infrastructure) are all focused around five initiatives adopted within the district: Reading First K-5, Making Middle Grades Work 6-8, High Schools That Work 9-12, Enhancing Teaching with Technology K-12, and Sheltered Instruction Observation Protocol (SIOP) K-12. Student scores are rising in many areas. From 2004 to 2008 the 10th Grade ISAT Reading scores have risen from 38% of students at or above proficiency to 79% proficient, and the district has continued to see gains over a three year period. Also, in the Spring of 2008, 95% of students scored at or above proficiency on the 8th grade Reading ISAT.

The EETT grant will enhance the reform process by creating the type of responsive learning environments that are necessary to achieve the district's overall goal of having 90% of students at each grade level reaching proficient on state assessments. The grant funds will be utilized to build on the continuous improvement process that the district has been working on for the past few years. For instance, high-tech classrooms allow teachers to seamlessly deliver instruction while maintaining the fairly fast-paced lesson delivery called for by Reading First. SMART boards enable instructors to incorporate the many visual and non-linguistic elements into their classes necessary in order to shelter instruction for English language learners under the SIOP model. Additionally, expanding the current applications such as Kidspiration and Inspiration software in the district to make them available to all students will improve student engagement while appealing to a wide range of learning styles.

A third area addressed by the EETT grant is in the development of a Technology Teacher Leader within the district to assist other staff members, deliver professional development, and maintain ongoing expertise in the use of technology to enhance teaching and learning. The Glenns Ferry School District has adopted a model for professional development that involves the use of coaching to build internal capacity and insure deep and sustainable implementation of reforms. Two Instructional Coaches and a core group of Teacher Leaders work directly with classroom teachers to improve the teaching and learning in the district. The staff is familiar with the peer-coaching model, and a Technology Teacher Leader would be a welcomed, well-utilized resource for teachers within the district.

An assessment of the district's current needs, its technology plan, and the School Improvement plan have informed the district's decision to focus its technological enhancement efforts in the three areas described in this grant application. The fund will be used to expand current applications to increase student academic achievement and more fully incorporate innovative distance learning strategies. Current technology will be enhanced and new technology will be acquired to support the district's focused educational reforms as described in its School Improvement Plan. Finally, the district's current peer-coaching professional development model will be supported and enhanced as a teacher is provided with the training and resources needed to become a Technology Teacher Leader.

Scope and Sequence

The Glenns Ferry School District has defined three measurable goals with specific objectives it plans to accomplish with the activities described in this EETT grant proposal. Each of those goals has been selected based upon an assessment of the educational needs of the students and teachers within the three schools in the district. Below each goal is a bulleted list of the primary objectives which will be utilized to reach that goal.

Goal #1: Increase student academic performance as measured on standardized state and national assessments such as the IRI, ISAT, IELA, and ACT.

- Objective One: Provide students with technology rich learning environments where they can interact with the technology through the teaching and learning process
- Objective Two: Utilize software that provides students non-linguistic models to enhance their learning.
- Objective Three: Provide students with office production software to enhance their learning.

Goal #2: Increase the number of teachers who participate in technology literacy and integration professional development activities.

- Objective One: Provide targeted professional development for teachers who receive the high-tech classrooms.
- Objective Two: Train teachers in how to utilize non-linguistic representation software to improve learning.
- Objective Three: Provide teachers professional development on utilizing production software to improve teaching and learning

Goal #3: Increase the number of students who learn in a technology rich environment.

- Objective One: Build high-tech classrooms that incorporate interactive technologies
- Objective Two: Provide teaching environments that easily incorporate connectivity to the world through the internet

Implementation of this plan will begin during the late spring of 2009 with the applications review and selection by the Technology Committee of teachers who will receive high-tech classrooms. During the summer of 2009, Microsoft Office Suite, Inspiration, and Kidspiration Software will be installed on the remaining 140 computers in classrooms and labs in the district. The maintenance staff will install SMART boards in the newly selected high-tech classrooms during the month of June. Tech support will complete the installation of all remaining hardware, software, and wiring for high-tech classrooms by August of 2009.

Through an application process, the Technology Teacher Leader will be selected by the Technology Committee in the spring of 2009. That teacher, along with two other staff members, will attend the 30th Annual National Educational Computing Conference (NECC) in Washington, D.C. June 28-July 1, 2009. At this conference, educators from Glenns Ferry will be able to catch the vision for ways in which technology can be utilized to improve teaching and learning. Additional professional development will be provided onsite for all high-tech classroom teachers for one day in August 2009. During the regular school year, the Technology Teacher Leader and high-tech classroom teachers will receive an additional day of onsite training. This ongoing

professional development will continue with one day of training provided in the summer of 2010.

During the 2009-10 school year, the Technology Teacher Leader will support, monitor, and train teachers in the integration of technology into the curriculum. In addition, funds have been set aside to provide targeted technology integration training based upon the assessment provided by classroom teachers, the Technology Teacher Leader, and the Technology Committee.

Data must be collected related to three primary areas associated with this grant proposal. First, student progress on standardized assessments such as the IRI, ISAT, IELA, and ACT will be recorded utilizing Pearson Inform software which allows the district to capture and effectively analyze student performance data. Student progress toward academic performance will be monitored using various testing instruments which provide progress monitoring capabilities to the school and district. These include AIMSweb, PLATO Test Packs with Prescriptions, the TPRI, and other end of unit and end of course assessments.

Teacher participation in technology literacy and/or integration professional development activities will be monitored through a series informal data collection means which will extend beyond the formal record of staff attendance at training sessions. The Technology Teacher Leader, Instructional Coaches, and Teacher Leaders will all provide and keep a record of the ongoing technology training delivered to classroom teachers. They will report to the Technology Committee during its monthly meeting to help assess the needs and progress of teachers in gaining technology literacy.

A third means of data collection will be in recording actual usage of technology in the district by teachers and students. The number of students enrolled in IDLA courses, the courses they take, and overall success will be gathered and cross-referenced with their overall academic progress. The reporting capabilities of Light Speed Proxy Software will measure actual hours of student and teacher use of technology. Additionally, the Technology Committee will design a survey for students and staff to measure their technology usage and exposure to technology rich learning environments.

Technology Committee (Project Team):

Project Sponsor -- Wayne Rush, Superintendent

Project Director – Donna Schwarting, Instructional Coach

District Technology Coordinator, Educational – Terry Parish, Middle School Teacher

District Technology Coordinator, Technology – Ken Loftus

Teacher Technology Lead – Patty O'Maley, High School Business Teacher

High-Tech Classroom Lead – Liza Martin, 5th Grade Teacher

The team will have regularly scheduled meetings each month. Special meetings will be called by team members at critical junctures of the project. The team will review the progress of the project and suggest adjustments and revisions that will more effectively utilize the technology and professional development to improve teaching and learning.

Sustainability

The Glenns Ferry School District is focused upon a single vision - to continuously improve teaching and learning in the district. All reforms, therefore, including the proposed enhancements to its current technology, are focused on making deep and sustainable improvements to the teaching and learning taking place in Glenns Ferry schools. The grant proposes enhancing three specific areas. First, the district will provide students with the tools they need to increase technology literacy and academic achievement. Secondly, teachers will be supplied with the tools necessary to deliver instruction with greater efficacy, particularly for those students in the district's struggling low socio-economic and LEP populations. Finally, an individual who already demonstrates an aptitude for using technology will receive the resources and training needed to utilize the peer-coaching model to assure that teachers receive the ongoing training and support they need to effectively utilize technology in their classrooms.

The district owns several licenses of Microsoft Office Suite, as well as both Inspiration and Kidspiration software. The EETT grant funds will be used to purchase enough additional licenses to ensure that all computers in the district are equipped with the same software applications. Beyond this initial purchase, the machines and licenses will be updated on a schedule determined as part of the district's existing technology plan. Funding will be provided for those upgrades through existing funding sources.

The monies requested for distance learning delivered by the Idaho Digital Learning Academy (IDLA) will provide approximately 50% funding for the next two years as the secondary schools move toward offering more diverse and more advanced courses online. The funding will support the district during the transitional period as a shift is made from reliance on a traditional classroom setting into the flexibility offered by digital classrooms. With the inevitable reduction in staff that will occur over the next two years as a result of declining enrollment, the ability to have a fulltime IDLA lab available to students will provide for any elective courses lost from the traditional schedule while offering a wealth of other courses not typically available to such a small district. Once the initial transitional period has passed, and personnel costs reduced, the district will have the funding available to continue the IDLA lab which is a significantly less costly method for delivering many elective, dual-enrollment (with colleges), and AP courses.

The creation of additional high-tech classrooms and the development of a Technology Teacher Leader will work in unison to increase the ability of teachers to deliver rich instruction that fully utilizes the resources available to them. The Technology Teacher Leader will gain the level of expertise in the use of software necessary to provide the staff with a full range of technology support. Additionally, the Technology Teacher Leader and other teachers will receive ongoing support from trainers onsite and through participation in other nationally recognized professional development opportunities.

This project proposed by the Glenns Ferry School District will build upon four years of planning and focused reforms already adopted throughout the district. Grant funds will be used to enhance the use of technology to more deeply implement those reforms with the ultimate goal of improving the teaching and learning in the district and to prepare students to be successful, contributing members of their ever-changing world.

Budget

Grant Priority	Items	#	Unit Price	2008 – 2009 Expenses	2009 – 2010 Expenses	Total
Expand Applications	Microsoft Office Suite	140	\$50.40	\$7,056.00		\$7,056.00
	Inspiration Software	140	\$69.00	\$9,660.00		\$9,660.00
Online Opportunities	IDLA Course Fees	100	\$50.00	\$1,250.00	\$3,750.00	\$5,000.00
Rich Learning Classrooms	Panasonic PT-LB60U	5	\$1,440.00	\$7,200.00		\$7,200.00
	Avermedia Avervision 300 AF+	5	\$650.00	\$3,250.00		\$3,250.00
	RPA-U Projector Mount	5	\$140.00	\$700.00		\$700.00
	CMS-440 Ceiling Mount	5	\$100.00	\$500.00		\$500.00
	Smart SB 680 77" Diagonal Whiteboard	5	\$1,399.00	\$6,995.00		\$6,995.00
	Smart WC6-NA Wireless Connection	5	\$199.00	\$995.00		\$995.00
	Avermedia Microscope Adapter	3	\$49.00	\$147.00		\$147.00
	HP dv4z Laptop with Docking	5	\$1,102.00	\$5,510.00		\$5,510.00
	DVD/VCR/TV Tuner	5	\$190.00	\$950.00		\$950.00
	Lightspeed 820 W/2 Lightmics & 4 wall speakers	5	\$1,064.00	\$5,320.00		\$5,320.00
	Cabling and Installation	5	\$500.00	\$2,500.00		\$2,500.00
Professional Development	Technology Teacher Leader Stipend	1	\$4,500.00	\$1,500.00	\$3,000.00	\$4,500.00
	Onsite High-Tech Classroom & Software Training	3	\$800.00		\$2,400.00	\$2,400.00
	NECC Conference	3	\$1,425.00	\$4,275.00		\$4,275.00
	Onsite Technology/Project Based Learning	3	\$1,400.00		\$4,200.00	\$4,200.00
	Selected Technology Integration	1	\$3,800.00		\$3,800.00	\$3,800.00
TOTAL				\$57,808.00	\$17,150.00	\$74,958.00

Budget Narrative

Expand Applications:

- Purchase Microsoft Office Suite 2007 and Inspiration or Kidspiration for 140 computers in the District.

Online Opportunities:

- Purchase IDLA courses for up to 100 students. The district provides a computer lab and Paraprofessional so that students take these courses during the regular school day.

Rich Learning Classrooms:

- 5 Classrooms/Teachers will be selected to be upgraded to a high-tech classroom. These rooms include the following hardware or better if available for the funds allotted.
- Ceiling Mounted Video Projector – Panasonic PT-LB60U
- Document Camera – Avermedia Avervision 300 AF+
- Interactive Whiteboard – Smart SB 680 77" Diagonal Whiteboard
- Wireless Connection with the Interactive Whiteboard – Smart WC6-NA Wireless Connection
- Shared Microscope Adapter for Document Camera – Avervision
- Teacher Laptop – HP dv4z Laptop with Docking
- Video & TV Connectivity – Sylvania ZV450SL8 Dual DVD / VCR Recorder with Digital Tuner
- Sound System for Multimedia and Voice Amplification – Lightspeed 820 W/2 Lightmics
- Cabling and Installation for 5 high-tech classrooms

Professional Development

- \$19,175 dollars are budgeted for professional development. This is 26% of the grant funds requested.
- Provide a Stipend to Technology Teacher Leader for 1.5 years of the grant. This individual will provide ongoing support and training to teachers in the integration of technology into teaching and learning.
- Onsite high-tech classroom training will be provided to those teachers that receive the new classrooms. This training will be provided by a Smart certified trainer.
- NECC Conference – 3 educators will attend the NECC conference in Washington D.C. June 28 to July 1. Budgeted funds will be utilized to cover travel and conference expenses.
- Onsite Technology/Project Based Learning will be provided for 3 days during the summer of 2009. This training will be open to all teachers in the district. The focus of the training is designed to focus on the improvement of teaching and learning through the use of technology. Teachers will develop projects that they can utilize in their classrooms utilizing technology.
- Selected Technology Integration – Teachers and the Technology Committee will identify needed professional development that will best move the teachers to integrate technology into teaching and learning.
 - These funds also include travel to the required one-day evaluation in-service in Boise in March or April. Mileage would be the only expense.